

Learning Organization Profile of Educational Hospitals in Iran: Practice of Organizational Interlocking Systems

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Received: November 10, 2014 Accepted: January 23, 2015 Online Published: February 24, 2015

doi:10.5539/gjhs.v7n5p51

URL: <http://dx.doi.org/10.5539/gjhs.v7n5p51>

Abstract

Background: Organizational learning has been identified as necessary for different organizations to improve their performance in the changing and competitive environment.

Purpose: The main purpose of this research was to specify the learning organization profile of educational and health centers of Tehran and Qazvin Universities of Medical Sciences in Iran.

Methodology: The present research was conducted using a cross-sectional method in the academic year of 2013-2014. A staff of 530 from educational hospitals subordinated to Tehran and Qazvin universities of medical sciences participated in the research. The participants were selected using stratified random sampling. That is to say, a random sample of a proportionate size was selected from each hospital. The instrument for data collection was a Likert-scale questionnaire involving 50 items. The statistical techniques of ANOVA, t-test, Chi-square, correlation coefficients (Pearson and Spearman), and regression were utilized to analyze the data. All of them were performed using the Statistical Package for Social Sciences (SPSS) 16.0 for windows.

Result: the results indicated that 449 of participants (84.7%) had a B.S. degree and 78 of them (14.7%) had an M.S. or a Ph.D. degree. Among the fivefold dimensions of "Learning Organization" model (Learning, Organization, People, Knowledge, and Technology) in comparison of the two universities, the "people" dimension was the highest-rated dimension with the mean rating of 25.71 ± 8.36 and the "learning" dimension was the lowest-rated dimension with the mean of 25.35 ± 8.04 . Comparison between the two universities yielded the result that educational hospitals in Tehran University of medical sciences with the rating of 126.56 had a more complete profile than that of educational hospitals in Qazvin university of medical sciences with the rating of 122.23.

Conclusion: The hospitals of the two above-mentioned universities were, to a great extent, far from the characteristics of Learning Organization. In light of the massive mission of these centers to maintain and improve the community health and to train the skilled labor force, the centers should embark on updating the data and institutionalizing learning. Furthermore, to modify staff's behavior and performance and to achieve their goals, they should accentuate the importance of acquiring, creating, and transferring knowledge.

Keywords: learning organization profile, learning organization, organizational learning, organizational interlocking systems

1. Introduction

We live in a world of disruptive change. In our disruptive world, an organization's capacity to learn, apply and spread new insight has been touted as the fundamental strategic capability and leading source of competitive advantage. Organizational learning is fundamental for improving performance within a rapidly changing and competitive business environment. Some researchers argue in general that organizational learning is conducive to companies performing well in the competitive environment of today's business world. Organizational learning can be defined as the development of new knowledge that has the potential to influence an organization's